

**A COMPARATIVE STUDY BETWEEN THE USE OF TELL SHOW
STRATEGY AND DRAW LABEL CAPTION STRATEGY IN
INCREASING STUDENTS' RECOUNT TEXT WRITING
ABILITY AT THE EIGHTH GRADE OF SMP AL-HUDA
JATI AGUNG IN ACADEMIC YEAR OF 2018/2019**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

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NPM: 1411040369

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd.

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**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2019**

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STRATEGY AND DRAW LABEL CAPTION (DLC) STRATEGY IN
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AT THE SECOND SEMESTER OF THE EIGHTH
GRADE AT SMP AL-HUDA JATI AGUNG
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RADEN INTAN LAMPUNG
2019**

ABSTRACT

A COMPARATIVE STUDY BETWEEN THE USES OF TELL SHOW STRATEGY AND DRAW LABEL CAPTION STRATEGY IN INCREASING STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP AL-HUDA JATI AGUNG IN ACADEMIC YEAR OF 2018/2019

By: Tika Amalia

Based on classroom teaching and learning activities, it was found that some students experienced difficulties in learning writing. They were low-motivated in writing. In addition, the strategy used by the teacher was monotonous, which made the students do not interest to join English lesson especially writing. It was proven by the students' writing score in which 66% of the students got < 73 . For that reason, Tell-Show and Draw Label Caption strategy were implemented in teaching learning process to increase the students' recount text writing. The objective of this research is to find out whether there is significant difference between the use of Tell-Show Strategy and Draw Label Caption Strategy in increasing the students' recount text writing ability.

This study used Static Group Comparison design. Pre-test and post-test were implemented to collect the data. The populations of this research were 8th grade students of 2nd Semester at SMP Al-Huda Jatiagug Lampung Selatan in the Academic Year of 2018/2019. Two classes were chosen as Experimental class 1 and experimental class 2 by using Cluster Random Sampling. Experimental class 1 was treated by using Tell-Show Strategy while experimental class 2 was treated by using Draw Label Caption Strategy.

From the data analysis, it was found that the result of t-test formula H_a was accepted. The result of data analysis showed that t_{observed} is 4.48522 and t_{critical} is 2.000. Because T_{observed} is higher than T_{critical} , it can be concluded that there was a significant difference between the use of Tell-Show strategy and Draw Label Caption Strategy in increasing students' recount text writing ability.

Keywords: Tell-Show Strategy, Draw Label Caption Strategy, Recount Text, and Static Group Comparison Design.

DECLARATION

This thesis entitled *A Comparative Study Between the Use of Tell Show (T-S) Strategy And Draw Label Caption (DLC) Strategy in Increasing Students' Recount Text Writing Ability at The Second Semester of The Eighth Grade at SMP Al-Huda Jatiagung in The Academic Year of 2018/2019* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.

Bandar Lampung, May 2019
Declared by,

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INCREASING STUDENTS' RECOUNT TEXT
WRITING ABILITY AT THE SECOND SEMESTER
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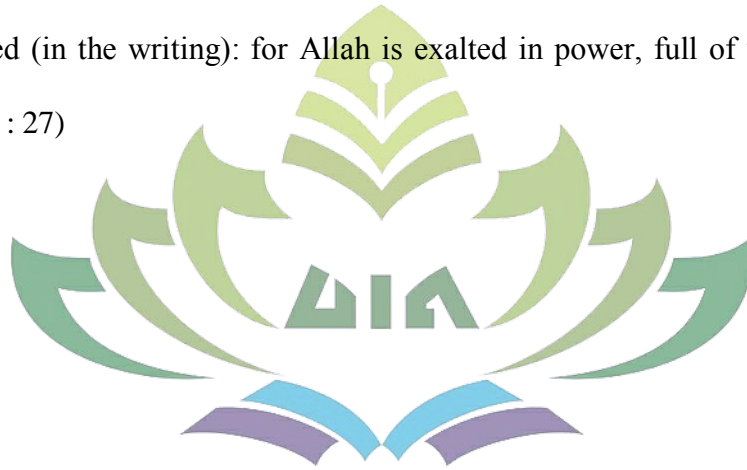
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا
نَفَدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)



¹ Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemah* (Jakarta : PT. Insan Media Pustaka, 2013), p. 413.

DEDICATION

All praises to be to Allah the Almighty for blessings me, so that I am able to finish this thesis. This thesis is proudly dedicated to:

1. My beloved parents, Mr. Hasanuddin and Ms. Rabiah, who already prayed, supported and guided me to be successful in my study and life.
2. My beloved sisters Widya Tiara, S.Pd., Tria Mei Diana, Tria Mei Diani, Putri Ratika Lestari and brother Muhammad Rizki Akbar who always give me spirit and suggestion.
3. My auntie Nurriah who already prayed, supported and motivated me.
4. My beloved friends; Indra Yunizar, S.IP., Tri Hardiyanti Mega, A.Md.Kom., Keluarga Cemara (*Devi Listia Lupita, Fina Hernanda, A.Md.Kom., Dicky Azhari R., Sukrisno, and Liyas Santoni, S.Trp.*), S.O.B (*Windi Kurniati, Tri Handayani, S.Pd., Siska Dini Larasati, S.Pd., Yuni Kartika, Sari Septiani, S.Pd., and Siti Zahra Pakas, S.Pd.*), Denti Depita, S.Sos, Tri Nur Afni, Silvi Novriyanti, Linda Sari, Yosi Nada Putri, S.Kom., Kiki Wulan Sari, Nurul Husnah, and the girls squad of KKN 08.
5. My beloved lecturers English Education Study Program and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Tika Amalia was born in Kotabumi on March 28, 1997. She is the second child of Mr. Hasanuddin and Ms. Rabiah's daughter. She has one older sister named Widya Tiara, S.Pd., her younger sister named Tria Mei Diana, Tria Mei Diani, and Putri Ratika Lestari and one younger brother named Muhammad Rizki Akbar.

She began her study at SD Negeri 3 Rejosari in 2001 and graduated in 2006. Then, she continued at SMP Negeri 1 Kotabumi in 2008. After she graduated from SMP Negeri 1 Kotabumi in 2011, she continued her study at SMAN 13 Bandar Lampung in 2011 and graduated in 2014. After that she continued her study in State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty since 2014.



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Finally, it has to be admitted that nobody is perfect and there are still many weaknesses in this thesis. Therefore, any criticisms and suggestions from the readers to enhance the quality of this thesis are sincerely welcomed. Furthermore, the thesis is expected to be useful especially for those who are involved in English teaching profession.

Bandar Lampung, May 2019
Acknowledged by,

Tika Amalia



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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is the system of communication through which humans send messages.¹ Language is used to transfer information from one person to others. Furthermore, Harmer states that language is used widely for communication between people who don't share the same first (or even second) language.² That is why, we should master one of the languages in order that we can speak and understand what we are talking about. In short, everyone uses language to communicate with other people.

Every country has its own language, but there should be a language in common that people can use. The language must be mastered by all people in the world. For joining the world competition, they are demanded to master the language. It is English.

English as an international language holds important role in world wide communication. According to Richards and Rodgers, English is the world's most widely studied foreign language.³ Therefore, English is a language that is widely used to communicate. Furthermore, many countries learn and use English as their second or foreign language.

¹ Arline Burgmeier, *Lexis Academic Vocabulary Study*, (New Jersey: Prentice-Hall Inc, 1991), p.1

² Jermy Harmer. *The Practice of English Language Teaching*. Longman. New York. 2007. P. 13.

³ Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.3

English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia.⁴ Mastering English as a foreign language of course is not as simple as learning English as a second language. Teacher and student must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

In teaching of English, actually teacher has to teach the four skills; listening, speaking, reading and writing. Rimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁵ Consequently, writing is used to express someone's feelings or ideas. To do that, someone use her/his brain to produce idea, hand to write, and eyes to look at the result of writing. It is supported by Sutanto, who said that "Writing as a process of expressing ideas or thoughts in words should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it".⁶ It can be said that writing is an enjoyable activity as long as writer can create top idea in her/his writing.

Writing is one of the basic language skills that should be mastered by Junior High School students. Writing is language skill that can be used to communicate and to express with others in written form (paper). So it is the basic skill that very important for the student.

⁴ Lusi Nurhayati dkk, *Teaching English as Foreign Language Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), p. 3.

⁵ Ann Raimes, *Technique in Teaching Writing* (London: Oxford American English, 1983), p.3

⁶ Sutanto Leo et.al., *English for Academic Purpose Essay Writing* (Yogyakarta: ANDI Offset, 2007), p.1

According to curriculum of junior high school, there are many kinds of text they should be learnt in the first, second, and third grade, such as recount, report, descriptive, narrative, procedure, exposition, discussion, etc. Based on the syllabus and relevant book in the second semester of the eighth grade of junior high school, recount text must be studied by students. Because of that reason, recount text was chosen in this research.

According to Derewianka in Fitri, "... recount helps us to interpret experience, in a recount we reconstruct past experience".⁷ In addition recount is very important because recount tells a part of experience. A recount has an orientation, a series of events in chronological order, personal remarks on the events.

Based on those explanation, it can be concluded that a recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.

To get the data of preliminary research the interview schedule was applied to the English teacher and the questioners was given to the students of SMP Al-Huda Jatiagung. Freankel says,

"Interview schedule requires the interviews to do considerable writing, unless the interview is taped. Some interview schedule phrase questions so that the responses are likely to fall in certain categories. This is sometimes calling precoding. Precoding enables the interviewer to check appropriate items rather than transcribe responses, thus preventing the respondent from having to wait while

⁷ Vany Mulianda Fitri and Muhd. Al-Hafizh, Using A Shared Writing Strategy In Teaching A Recount Text To Junior High School Students, *Journal of English Language Teaching*, Vol. 1 No. 2, Maret 2013, Serie C, p. 244.

the interviewer records a response.”⁸ The result of the interview and questioner can be seen on appendices 1 and 2.

Based on the preliminary research of the eighth grade at SMP Al-Huda Jati Agung South Lampung there was found that many of students have difficulties in understanding recount text, the students’ ability in writing this text is poor. It happened because of some problems; the students have low motivation in writing, the students have low vocabulary, and the students are not interested in the writing materials.⁹ It can be seen on the table 1 below:

Table 1
Students’ Score of Recount Text Writing at the Eighth Grade of SMP Al-Huda Jatiagung, South Lampung in the academic year of 2017/2018

No	Students’ Score	Class			Total	Percentage
		D	E	F		
1	≥ 73	14	10	11	35	34%
2	< 73	19	28	22	69	66%
	Total	33	38	33	104	100%

Source: English Teacher in SMP Al-Huda Jatiagung, South Lampung.

From the Table 1, it can be seen that 34% of the students got ≥ 73 , it means that the students who have reached KKM are 49 students and 66% got score < 73 , it means that 69 students have not reached KKM. It means that the students’ recount text writing was still low and not suitable from the students’ average scores of recount text at the eighth grade at the school, the KKM of this school is 73.

⁸ Jack R, Fraenkel and Norman R. Wallen. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies. 2009), p.119.

⁹ Source: Ms. Marita Susanti, S.S as English Teacher in SMP Al-Huda Jatiagung, South Lampung.

After the questionnaire given to the eighth grade's SMP Al-Huda Jati Agung, it can be concluded that many students faced several problems relating to their writing. It can be seen on the table below:

Table 2
The Result of Questionnaires

NO	Statements	A	SA	N	D	SD
1	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya menulis	49.28%	13.04%	15.22%	10.14%	12.32%
2	Saya mampu menempatkan tanda baca yang tepat	31.88%	5.8%	23.91%	36.23%	2.17%
3	Saya mampu mengembangkan paragraph sesuai dengan topik	15.94%	5.07%	26.09%	34.78%	18.12%
4	Saya mampu merangkai paragraph berkesinambungan satu sama lain	16%	10.14%	5.8%	26.09%	42.03%
5	Saya mampu menulis menggunakan pilihan kosakata yang sesuai dengan konteks	20.29%	13.77%	4.35%	31.88%	29.71%
6	saya mampu menyesuaikan bentuk waktu (tenses) dalam menyusun paragraph tertentu	26.09%	5.8%	18.12%	12.32%	37.68%
7	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris	23.91%	2.17%	4.35%	39.86%	29.71%

Based on the table above, it can be seen that 49.28% of the students have low motivation in writing, 36.23% of the students are difficult to put punctuation correctly, 34.78% of the students are difficult to develop their paragraph, 42.03% of the students are strongly disagree can string up their paragraph without interruption, 31.88% of the students are bad in grammar, 37.68% of the students have low vocabulary, and 39.86% of the students are disagree that the teacher use interesting strategy in teaching writing.

To handle those problems, an English teacher should find appropriate strategy that can be used to help learners increase their participation in the class

and make them interested in writing, then the teacher must choose the suitable strategy. Teaching recount text writing will be easier and quicker to be acknowledged and understood by the students if the teacher uses the suitable strategy. There are many strategies that can be applied in teaching writing, there are: Free Writing, Transition-Action-Detail (TAD), Guide Question, Dictation, What Why How (WWH), Draw Label Caption (DLC), The Tell-Show (T-S), and many more. In this research was focused on using The Tell-Show (T-S) and Draw Label Caption (DLC) strategy in teaching recount text. Those strategies were used because some theories state those strategies can increase and effective for teaching writing.

The Tell-Show (T-S) strategy is one of teaching strategy in writing, where the students can make their writing richer by showing the thing on the readers' mind or the students can explain a thing and demonstrate a physical example of a thing that can be help visualize the thing.

According to Peha, tell-show is take any simple sentence from your current piece that mentions something you can describe and write it down on the "Tell" side of the chart. Then, make a picture of that sentence in your mind and write down all the things you see in that picture on the "Show" side.¹⁰ It means that, by tell and show the students can be able to say what they have seen before in the written form.

According to the previous research by Ratna from SUSKA RIAU State Islamic University, on her thesis entitled "The Effect of Using Tell-Show

¹⁰ Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p.37

Strategy Toward The Ability in Writing Descriptive Text of the first year students at Senior High School Al-Huda Pekanbaru.” Showed that there was a significant effect of using the Tell-Show strategy to improve the ability in writing descriptive text.¹¹ This research was conducted at the first year students of Senior High School Al-Huda Pekanbaru. The research had been done for two months, started on May 14th until June 16th 2012 at Senior High School Al-Huda Pekanbaru.

Another research which has been conducted by Ida from Mahasaraswati Denpasar University, on her thesis entitled “Improving Descriptive Paragraph Writing Through Tell-Show Strategy of The Eighth Grade Students of SMP Saraswati 1 Denpasar in Academic Year of 2013/2014” showed that tell-show strategy can improve descriptive paragraph writing to the eighth grade students of SMP Saraswati 1 Denpasar in academic year of 2013/2014.¹² This research was conducted at the second semester of the eighth grade students at SMP Saraswati 1 Denpasar, started on April 13th 2014 until May 15th 2014 at SMP Saraswati 1 Denpasar.

Both of previous researches above are difference from this research. The first previous research is conducting The Effect of Using Tell-Show Strategy Toward the Ability in Writing Descriptive Text of the first year students at Senior High School Al-Huda Pekanbaru. The next previous research is

¹¹ Ratna, *The Effect of Using The Tell-Show Strategy Toward The Ability in Writing Descriptive Text for Senior High School*. Staff Pengajar Program Studi Bahasa Inggris UIN SUSKA RIAU, 2012. p.8.

¹² Ida Ayu Setia Anggraini. *Improving Descriptive Paragraph Writing Through Tell-Show Strategy of The Eighth Grade Students of SMP Saraswati 1 Denpasar in Academic Year 2013/2014*. Mahasaraswati Denpasar University, 2014. p. 8

conducting Improving Descriptive Paragraph Writing Through Tell-Show Strategy of the Eighth Grade Students of SMP Saraswati 1 Denpasar. While in this research was conducted a comparative to compare both strategies by seeing the percentage of increasing or decreasing of students' score after implementing both strategies toward students. Tell-show strategy and Draw Label Caption strategy was implemented to find the most effective strategy in increasing students' recount text writing ability.

Based on explanation above, it can be concluded that The Tell-Show (T-S) strategy is the good writing strategy, because by using this strategy the students can be able to express their idea to the text, and the students can be able to say what they have seen before in written form. Then, the students can understand the text very well. In this research the students make their text in pair, so each student can exchange their idea. This strategy not only can makes the students more active to do the task, but also they will more interest about to learn English. Besides The Tell-Show (T-S) there is another strategy, called Draw Label Caption (DLC) strategy.

Draw Label Caption (DLC) strategy is one more of teaching strategy in writing, where the students capture a scene and focus on important details about the writing their event or activity. Then, in this strategy have three steps and every step has a purpose in writing process.

According to Peha, draw is the step to make pictures, or a picture of something. Label is create a one or two word text label for each item in your drawing, label everything you can think of, even different parts of things. And caption means that write a single sentence underneath the

picture that tells what is happening.¹³ Based on the statement above, it can be concluded that draw label caption is one more of teaching strategy in writing, where in every step has the different purpose and can make the students will be interested.

According to the previous research by Salam from STKIP PGRI Sumatera Barat, on her thesis entitled “The Effect of Draw Label Caption Strategy Toward Students’ Ability in Narrative Writing for Senior High School” concluded that there was significant effect of using draw label caption strategy towards students writing ability in narrative essay.¹⁴ This research was conducted on April 30th 2013 until May 23th 2013 at Senior High School.

In addition research was conducted by Tri from Muhammadiyah University of Purwokerto, on her thesis entitled “The Effectiveness of Draw Label Caption Strategy (DLC) for Teaching Writing Descriptive Text at The Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto in Academic Year of 2014/2015” concluded that DLC strategy gave positive effect for teaching writing descriptive text.¹⁵ This research was conducted on March 27th 2015 until April 24th 2015 at SMP Muhammadiyah 2 Purwokerto.

Both of previous researches above are difference from this research. The first previous research is conducting The Effect of Draw Label Caption Strategy Toward Students’ Ability in Narrative Writing for Senior High School. The next previous research is conducting The Effectiveness of Draw Label Caption

¹³ *Ibid*, p. 47.

¹⁴ Afni Salam, *The Effect of Draw Label Caption Strategy Toward Students’ Ability in Narrative Writing for Senior High School*. Staff Pengajar Program Studi Bahasa Inggris STKIP PGRI Sumatera Barat, 2013. p.7.

¹⁵ Tri Ratna Maelani. *The Effectiveness of Draw Label Caption Strategy (DLC) for Teaching Writing Descriptive Text at The Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto in Academic year 2014/2015*. Muhammadiyah University of Purwokerto, 2016. p.16

Strategy (DLC) for Teaching Writing Descriptive Text at the Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto. While in this research was conducted a comparative to compare both strategies by seeing the percentage of increasing or decreasing of students' score after implementing both strategies toward students. Tell-show strategy and Draw Label Caption strategy was implemented to find the most effective strategy in increasing students' recount text writing ability

Based on explanation above, it can be concluded that Draw Label Caption (DLC) strategy is the strategy that students draw a picture, label everything in the picture, and then give an overall caption or summary of what is happening in the picture. This is a great strategy that students can write descriptions of everything they have labelled the actions and help the students capture a scene and focus on important details.

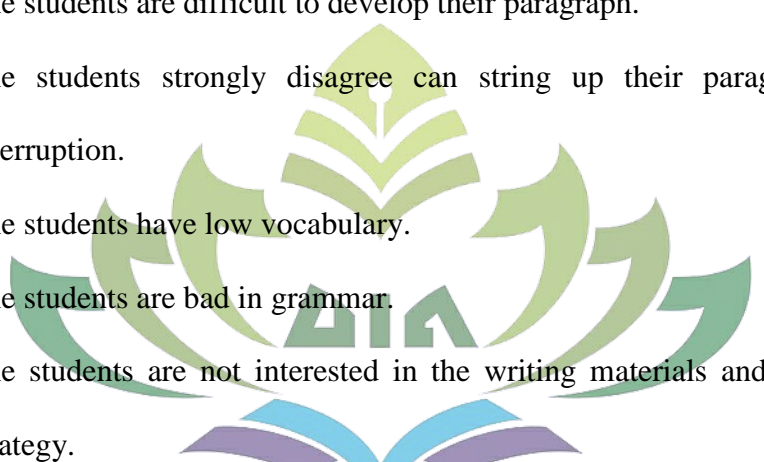
It can be summarized that teaching and learning of recount text will be easier if the teacher use The Tell-Show and DLC strategy. Those strategies will help student to develop the main idea and supporting details of recount text. If the students are able to develop the main idea and supporting details of a text, it means that they are able to write the text correctly. The purpose of this research is to know which one of both strategies is more better and effective to use in teaching recount text writing.

Based on the problems above, in this research would like to entitle the research A Comparative Study Between the Use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) Strategy in Increasing Students' Recount Text

Writing Ability at the Second Semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Referring to the background of the study above, the identification of the problems are as follows:

1. The students have low motivation in writing recount text.
 2. The students are difficult to put punctuation correctly.
 3. The students are difficult to develop their paragraph.
 4. The students strongly disagree can string up their paragraph without interruption.
 5. The students have low vocabulary.
 6. The students are bad in grammar.
 7. The students are not interested in the writing materials and the teacher's strategy.
- 

C. Limitation of the Problem

Referring to the identification of the problem above, this research was intended to find out the significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the problem above, the problem was formulated as follows: Is there any significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in increasing the Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019?

E. Objective and Use of the Research

1. Objective of the Research

The objectives of the study was intended to find out whether there is significant different between the use of Tell-Show Strategy and Draw Label Caption Strategy in increasing students' recount text writing ability?

2. Use of the Research

a. Theoretically

Theoretically, the result of the research is expected to be use to support the theory which will be explained in the next chapter about a comparative study between the use of Tell-Show Strategy and Draw Label Caption Strategy in increasing the students' recount text writing ability of the eighth grade of junior high school.

b. Practically

1) For the students

The students will get easy strategy to write something by using Tell-Show strategy and Draw Label Caption strategy.

2) For the teacher

To give information for the English teacher, especially in at the Eighth Grade of SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019, that Tell-Show (T-S) or Draw Label Caption strategy are more effective to be used in teaching recount text writing ability.

3) For the researcher

The students' recount text writing ability will be known by using Tell-Show (T-S) or Draw Label Caption strategy and the research can carry out the strategy to the next teaching and learning in the classroom.

F. Scope of the Research

Scope of the research is as follows;

a. Subject of the research

The subject of the research was the students at the Eighth Grade of SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

b. Object of the Research

The object of this research was the students' recount text writing ability and was used Tell-Show strategy and Draw Label Caption strategy.

c. Time of the Research

The research was conducted at the second semester in the academic year of 2018/2019.

d. Place of the Research

The research was conducted at SMP Al-Huda Jatiagung, South Lampung.



CHAPTER II

REVIEW OF LITERATURE

A. Writing

1. Concept of Writing

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.¹ The students can share their ideas in written form, because written form can be power of themselves to convey their opinion about some topics. McManis *et.al.*, add that writing is a secondary representation of thought.² In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

Meanwhile, writing is language skill that involves language production and therefore often referred to as productive skill.³ Hyland adds that writing is seen as a product constructed from the researcher's command of grammatical and lexical knowledge.⁴ As a result, writing is a result that is gotten by a process to construct some aspects of writing like grammatical and writer knowledge or experience. In writing skill the students should be

¹ Ken Hyland, (1th Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

² Carolyn McManis *et.al.*, (4th Edition), *Language Files* (America: The Ohio State University, 1988), p.7.

³ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 2006), p.16.

⁴ Hyland Ken, *Second Language Writing* (New York: Cambridge University Press, 2003), p.3.

able to produce the language based on the writing rules, so the reader can understand easily about their written.

Therefore, learning writing is important for the students to produce the language based on an appropriate in selecting the words, grammar, and ideas. Furthermore, the students need more practice in writing. According to Oshima and Houge that writing is not easy. It takes study and practice to develop this skill.⁵ It means that writing is not spontaneous activity.

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.⁶ It means that the students must have more references because it can help them to support their ideas or feelings in written form, so it can make the reader interested to read their written text.

Based on those definitions, it can be concluded that writing is one way to convey his or her views about some topics in written form. In writing, the students can do communication with reader because writing can be secondary representation for them in written form. Practice and more references are important in writing to produce language based on the writing rules.

⁵ Alice Oshima and Ann Houge, (3th Edition), *Writing Academic English* (New York: Longman, 1998), p.3.

⁶ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

2. Concept of Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).⁷ It means that writing as a process of our mind to produce a good written start from beginning until the last the written.

According to Hartley, writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process.⁸ It means that, writing is an activity that must be done rapidly appropriate the writing process. Writing as a process to produce written product that will be used for readers. There are four main stages in the writing process: pre-writing, planning, writing, and revising drafts, and writing the final copy to hand in.⁹ It means that writing has four processes that should be done by the writers: the processes are pre-writing, planning, writing, and revising drafts. Those processes will be discussed below:

a. Pre-writing

Pre-writing, which are activities to help you generate ideas for your writing. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin tentatively talking, reading, and writing to

⁷ Jeremy Harmer, *Op. Cit*, p.4.

⁸ Hartley James, *Academic for Writing and Publishing: A Practical Handbook* (New York: Routledge, 2008), p.10.

⁹ Alice Oshima and Ann Hogue, (3th Edition), *Academic English* (New York: Longman, 1991), p.3.

see what they know and direction they want to go. Pre-writing has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the pre-writing stage, the activities are: (1) choosing and narrowing a topic and brainstorming (listing and clustering).

b. Planning (Outlining)

In the planning stage, you organize the ideas you generated by brainstorming into an outline. In the planning (outlining) there are stages: (1) making sublists (when you have grouped all of the points into their appropriate sublist, you have created a preliminary outline for a paragraph and (2) writing the topic sentence (finally, write topic sentence. The topic sentence is the most general sentence in a paragraph, it expresses the central focus of the paragraph and (3) outlining (an outlining is a formal plan for a paragraph. In outline, you write down the main points and subpoints in the order in which you plan to write about them.

c. Writing and Revising Drafts

Writing and revising several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing. In the writing and revising draft there stages: (1) writing the first rough draft, (2) revising content and organization, and (3) proofreading the second draft.

d. Writing the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed. Be sure that you make all the corrections that you noted on your second draft. After reading the final copy, don't be surprised if you decide to make a few minor or even major change. Remember that writing is a continuous process of writing and writing until you are satisfied with the final product.

From those statements, it can be concluded that writing process is a process to order something in form of written language. Furthermore, writing process is an activity to produce a good written that suitable based on the rule of writing. Nonetheless, in written language is needed some steps or process. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version. Here, the role of the teacher is important for the students in writing.

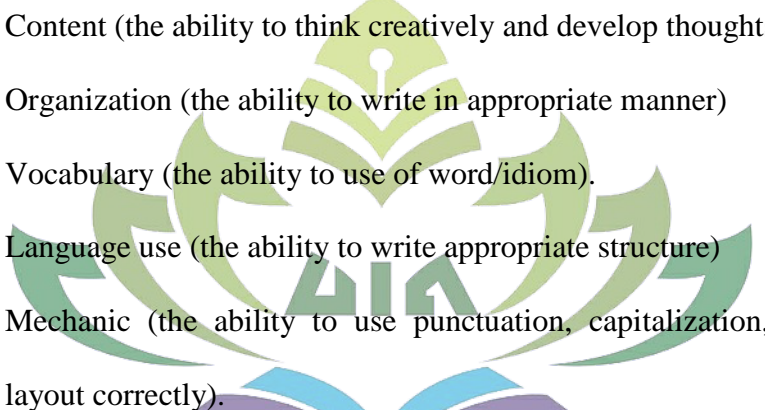
3. Concept of Writing Ability

Writing is regarded as an extension of grammar - a means of reinforcing language patterns through habit formation and testing students' ability to produce well-formed sentences.¹⁰ Herein, writing is a complex process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

¹⁰ Hyland, *Op.Cit*, p.3.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹¹ Consecutively, writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the researcher means.

According to Heaton, five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing,¹² there are:

- 
- a. Content (the ability to think creatively and develop thoughts).
 - b. Organization (the ability to write in appropriate manner)
 - c. Vocabulary (the ability to use of word/idiom).
 - d. Language use (the ability to write appropriate structure)
 - e. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).

In evaluating the students' recount text writing, the indicator of score recount writing was used Jacob's scale. In scoring the students' recount text, it will consider to several indicators. They are Content, Organization, Vocabulary, Language, and Mechanics. It can be seen on the table below:

¹¹ Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

¹² J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

Table 3
The Rubric's Score of Writing

Aspect of Writing	Score	Level	Indicator
CONTENT	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The students less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The students do not understand to content of writing.
ORGANIZATION	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
VOCABULARY	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.

LANGUAGE	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
MECHANICS	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to be read. ¹³

Based on those explanations, it can be concluded that writing ability is an ability to express ideas to someone or ever for public, writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their ideas to be a good proper use aspect such as content, organization, vocabulary, language, and mechanics.

4. Concept of Teaching Writing

Writing is one of the language skills in English that should be grasped by the students. To help the students to master writing skill the teacher should have certain approach related to the goal in order to improving

¹³ Sara Cushing Weigle, *Assessing Writing*, Cambridge University, New York, 2015, p. 116.

students' writing ability. Conventionally there have been two main approaches to teaching writing: a skill-based approach and more recently, the process approach.¹⁴ Herein, to achieve the goal, several approaches should be considered by the teacher, especially when teaching writing. Furthermore, Harmer said that teaching writing is focus on product and writing process.¹⁵ Consecutively, teaching writing to the students focus on what students can produce through long process starting from brainstorming up to final product.

Teaching writing is different from teaching any other language skill. In addition, teaching writing covers teaching of language ability, because the process of this activity engaging the combination of all teaching process. Teaching writing is not only about how to make good writing ideas, but also make the students' writing ability better than before. End-to-end, the students should know precisely where they should put the position of their words. Harmer said that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.¹⁶ He added in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows¹⁷:

¹⁴ Peter Westwood, *What Teacher Needs to Know about Reading and Writing Difficulties*, (Australia: ACER Press, 2008), p.70.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999), p. 257.

¹⁶ *Ibid*, p.128.

¹⁷ *Ibid*. p. 129.

a. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the questions. Then the teacher will give motivation by giving an example of recount text by using tell-show strategy and draw label caption strategy .

b. Whilst-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of recount text by using tell-show strategy and draw label caption strategy.

c. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the students to make a recount text by using tell-show strategy and draw label caption strategy. After that the students should be check their work. It should be done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.

Thus, it can be concluded that teaching writing is focused on the product and writing process. The writing process is the procedures when teaching writing to the students. They are pre-writing activity, whilst-writing activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/he can focus on how to increase students' writing ability by those certain processes.

5. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows¹⁸:

a. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see bellow, a consideration of written genre has a lot in common with a product with a product approach to writing, i.e an approach with values the construction of the end product as the main thing to be focused on (rather than the process of writing itself).

b. Genre

A lot within a discourse community in very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what writing we do to help students learn language or to do test them on that language.

c. Creative Writing

A term creative writing suggest imaginative task, such as writing poetry, stories, and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p.325-330

be some kind of achievement and that “most people feel pride in their work and want it to be read”. This sense achievement is significantly more marked for creative writing than for others more standard written products.

d. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantages of the presence of others to make writing cooperative activity, will great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

e. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three Don't sentences for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggest, or describing the film scene a piece of music makes them feel or write stories that the music “tells them to write”.

f. Writing for learning and writing for writing

Writing for learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when

we get them to write (say for test) four sentences about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however we can do this so that they may become good at writing advertisement. When we get them to write narrative, it is their ability to write story that counts, not just their use of the past tense.

Based on explanation above, it can be concluded that approaches in teaching writing have six stages. The approaches in teaching writing are Process, Product, and Genre, creative writing, writing as cooperative activity, building the writing habit, and writing for learning and writing for writing. Approaches in teaching writing are very important to the students, because the students will get knowledge and creativity from the approaches.

6. How to Test Writing

In teaching writing there are several how to test writing for to the students. There are three designing assessment task for writing skill,¹⁹ they are as follows.

a. Imitative writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of form letters, words, and simple sentences. We examine this level of writing first.

¹⁹ Athur Hughes, *Testing for Language Teachers*, Second Edition, (Cambridge: University Press, 2003), p. 83-85

1) Task in (Hand) writing letters, words, and punctuation.

- Copying
- Listening cloze selection task
- Picture cued task
- Form completion task
- Converting numbers and abbreviations to words

2) Spelling task and detecting phoneme grapheme correspondences.

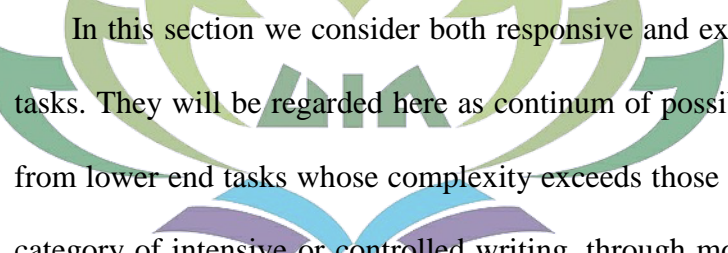
- Spelling test
- Picture cued task
- Multiple choice techniques
- Matching phonetics symbols

b. Intensive (controlled) writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker's ability to combine or use words correctly. No new information is passed on from one person to the other.

- 1) Dictation and Dicto-Comp
- 2) Grammatical transformation tasks
- 3) Picture cued tasks
 - Short sentences
 - Picture description
 - Picture sequence description
- 4) Vocabulary assessment tasks
- 5) Ordering tasks
- 6) Short answer and Sentence completion tasks

c. Responsive and Extensive



In this section we consider both responsive and extensive writing tasks. They will be regarded here as continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- 1) Paraphrasing
- 2) Guided question and answer
- 3) Paragraph construction tasks
 - Topic sentence writing
 - Topics development within a paragraph
 - Development of main and supporting ideas across paragraphs.

4) Strategic options

- Attending to task
- Attending to genre

From the explanation above, teaching writing skills as well as important skill than other skill because when students find the new words, they often think and write it for their language. From studying about writing, the students will know how they use their punctuation, grammar, vocabulary, spelling, and all that include in writing. In this research will be used tell-show strategy and draw label caption strategy for teaching learning recount text. Based on the explanation the designing assessment by responsive and extensive will be used, because the instrument in the task will be asked the students to write a recount text that include in text construction task.

B. Text

1. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.²⁰ It means that text is a number of words to give a message to somebody in written or spoken form.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full

²⁰Mark Anderson and Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997), p.1.

semantic representation of their intended meanings.²¹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²² It means that text is used as a communication by the researcher with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.²³ According to Emilia that a text has texture and good characteristic,²⁴ as follows:

a. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part from the text.

²¹Ken Hayland, *Teaching and Researching Writing* (2th Edition) (Edinburgh Gate: Pearson, 2009), p.8.

²²Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

²³Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3.

²⁴Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

2. Kinds of Text

According to English Syllabus of 2013 Curriculum, the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts,²⁵ there are:

a) Spoof Text

Spoof text is to retell an event with a humorous twist.

b) Recount Text

Recount text is to retell events for purpose of informing or entertaining.

c) Report text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment.

d) Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

²⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204.

e) Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

Based on those explanations, it can be concluded that there are many kinds of text such as spoof text, recount text, report text, analytical exposition text, and narrative text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, recount text as the form of writing that will be investigated will be focused. This kind of writing form is concluded as the material should be learned by the students for the eighth grade at the second semester. Moreover, the students have already learned about it, so that the significant better between the use of T-S and DLC toward students' recount text writing ability will be easier to find out.

3. Concept of Recount Text

One kind of texts that will be learned by junior high school students is recount text. Recount text is one type of texts that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in order in which they happened.²⁶ Bachtiar also adds that recount is a text tells the reader a past event. It usually focuses on a person's past

²⁶ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997), p. 48

experience.²⁷ It means that recount is a series of events in the past and has its own generic structure.

According to Christie and Derewianka, the purpose of ‘telling what happened’, for example, is typically realized in a recount genre which has a characteristic structure of Orientation, Events, Re-orientation.²⁸ In line with Christie and Derewianka, Bachtiar and Cicik say that a recount text has three elements: orientation or setting, events and re-orientation or concluding statement of the story. The orientation tells the readers who were involved in the story, what happened, where the story took place, and when it happened.²⁹ Desmal *et.al.*, also support that, in orientation is an introductory paragraph giving background information about who, what, where, and when (but these are not always stated explicitly).³⁰ The events tell the sequence of events, these are described in order. The re-orientation summarizes the event.³¹ Meanwhile there are some language features of recount,³² such as:

1. Proper nouns to identify those involved (specific participants)
2. First person pronouns (I, we, and me) are used to highlight the personal nature of the recount.
3. Use the past tense to describe past events.

²⁷Bachtiar Bima Mustriana and Cicik Kurniawati, *Let's Talk* (Bandung: Pakar Raya Pakarnya Pustaka, 2007), p.48.

²⁸ Frances Christie and Beverly Derewianka, *School Discourse Learning to Write Across the Years of Schooling* (New York: British Library, 2008), p.7.

²⁹ Bachtiar and Cicik, *Loc. Cit.*, p.48.

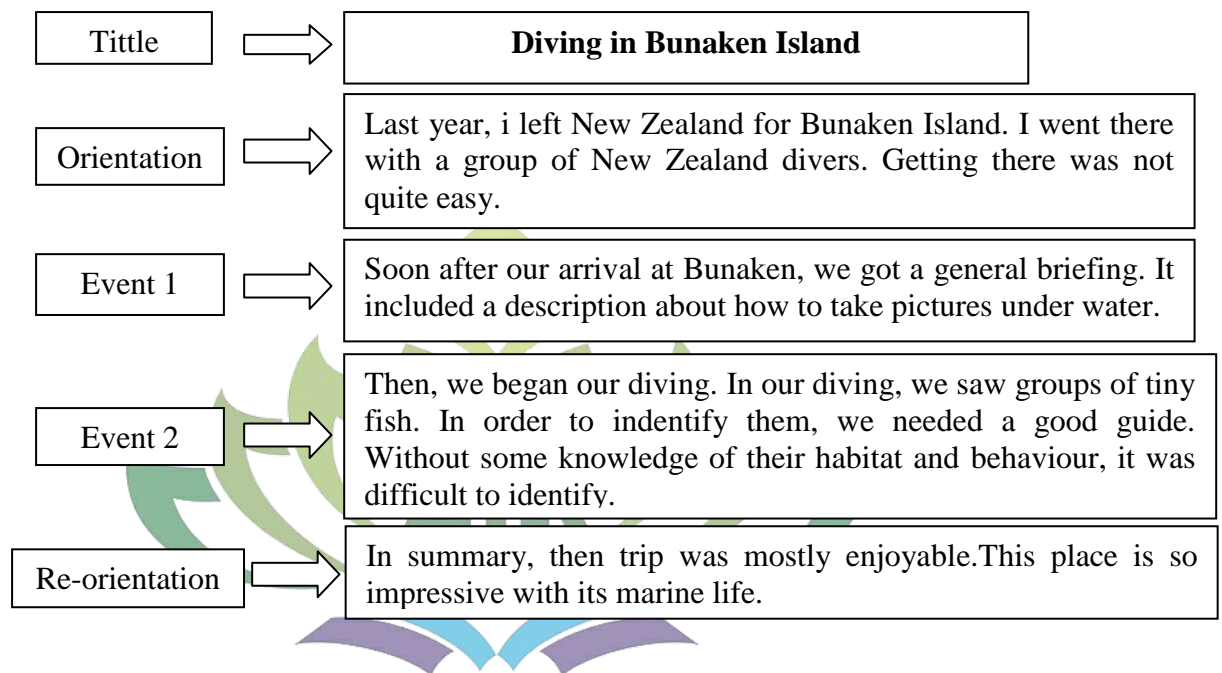
³⁰ Desmal *et.al.*, *English 1*, (Jakarta: Bumi Aksara, 2008), p.180.

³¹ Bachtiar and Cicik, *Loc. Cit.*, p.48.

³² Desmal *et.al.*, *Loc. Cit.*, p.180.

4. Time adverbials are used to connect events chronologically e.g. *in 1932*, *the next day*.
5. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.

The example of recount text:³³



Based on those explanations, it can be concluded that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the researcher. Thus, the special features of recount text could be founded in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give

³³ Bachtiar Bima Mustriana and Cicik Kurniawat, *Op. Cit*, p.103.

the reader a description of event. Besides its common purposes are to inform and to entertain.

4. Concept of Recount Text Writing Ability

Writing is a process of creating experience into a written form which includes introduction, body and conclusion. It is an activity that presents a chronological order of events within each. Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. It means that writing is the way to transfer the personal meanings to others in written form. Then, Gerot and Wignell define recount text as a text which has social function to retell events for the purposes of informing or entertaining.³⁴ It can be said that recount text is a text of story which has purpose to inform and entertain the reader with personal or actual or imaginary experience in difference ways.

To master recount text writing ability, there are some aspects should be concerned about by the students. In making a good recount text, the students should know and understand the generic structure and the grammatical features of recount text. Then, it should be balance with the five criteria of good writing, which are, content, organization, vocabulary, languages, and mechanics.

³⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia; Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

Based on those explanations, it can be concluded that recount text writing ability is an ability to write a text to entertain the reader with personal or actual or imaginary experience in difference ways so the readers understand about the story even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

C. Concept of Tell-Show (T-S) Strategy

1. Definition of T-S Strategy

According to Peha, “The Tell-Show (T-S) strategy is taken any simple sentence from your current piece that mantions something you can describe and write it down on the “Tell” side of the chart. Then make a picture of that sentence in your mind and write down all the things you see in that picture on the “Show” side.”³⁵ In Tell-Show strategy we are only looking for certain kinds of details: the kind that helping the reader makes a mental picture of your idea. These are mostly visual details, things you could really see if you were there.

Based on the definition above, it can be concluded that T-S Strategy is the teaching strategy for teaching writing by allowing the students to mentions something that their can retell on the “tell” side, and then make a picture in their mind, after that their write down on the “show” side.

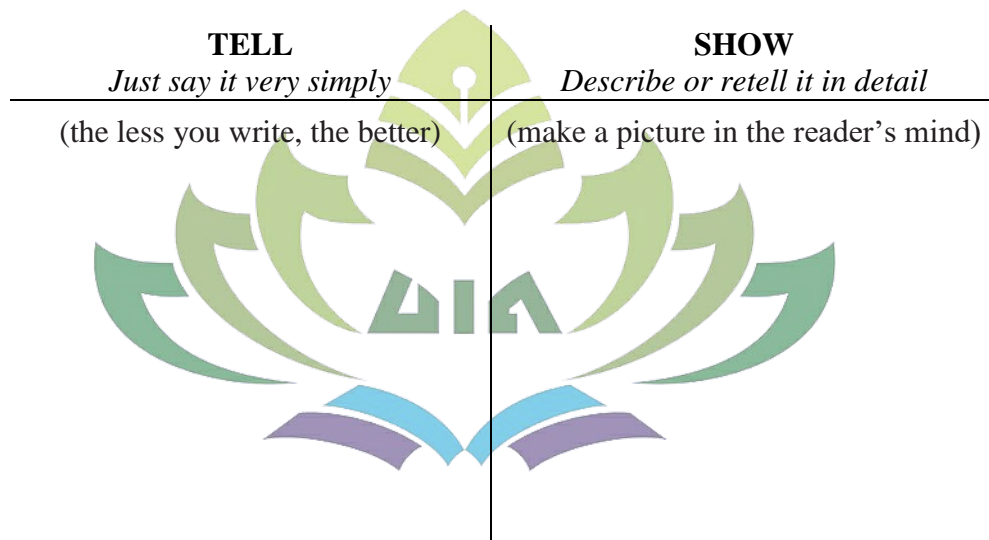
³⁵ Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p.37

2. Procedure of Using T-S Strategy

According to Peha to achieve the purpose in writing process there are twosteps process in T-S strategy, as follows:

- a. Take any simple sentence from your current piece that mentions something you can describe or retell and write it down on the “Tell” side of the chart.
- b. Then, make a picture of that sentence in your mind and write down all the things you see in that picture on the “Show” side.³⁶

Figure: 1
SCHEME OF TELL-SHOW (T-S)
 Tell-Show³⁷



From both process in T-S strategy above, it can be concluded that it has two steps, namely: first, tell istaking any simple sentence from your current piece that mentions something you can describe or retell and write it down on the paper, after that make a picture of that sentence in your mind and write down all the things you see in that picture on the “Show”. The

³⁶ *Ibid*, p.38

³⁷ *Ibid*, p.34.

following passage below is the example of writing a text by using this strategy. For the example as follow:

TELL	SHOW
<p>Last week I went to the theatre</p>	<p>It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.</p> <p>I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.</p> <p>I went home and I was very disappointed about that.</p>

3. Teaching Writing Skill of Recount Text through T-S Strategy

The followings are steps in teaching writing by using tell-show strategy:

- 1) Teacher explain about recount text.
- 2) Teacher explain about Tell-Show strategy.
- 3) Teacher asks the students to make a recount text by using T-S strategy.
- 4) Teacher asks the students to make two columns consist of tell side and show side.
- 5) Teacher asks the students to mention something which is described and write it down on the “TELL” side of the chart.
- 6) Teacher asks the students to make picture of that sentence in your mind.

- 7) Teacher asks the students to write down all the things on the “SHOW” side of the chart.

4. Advantages and Disadvantages of Using T-S Strategy

There are some advantages and disadvantages in using Tell-Show strategy in gaining student ability in writing.

a. Advantages of Using T-S Strategy

Helping the Junior High School students in making recount text by using T-S is useful because it has some advantages. First, the T-S help student to more focus to the topic of writing. While the student tell, they will spend several minutes to think about what they want to write and retell in the next step. Second, most of student think that writing is very difficult and boring to be learned. By using the T-S, writing becomes easier and more interesting. The last T-S can increase student's motivation, concentration and participation in learning process.

b. Disadvantages of Using T-S Strategy

The T-S that is expected to be able to help the students to write a recount text. However, T-S has weakness. Most of students is need long time to take any sentence that can their describe or retell, so that they will spend much time to retell about their experience in their piece, whereas the focus is not only thinking how to retell but writing.

Based on the definition above, it can be concluded that Tell-Show (T-S) strategy is the strategy that can help the students take any simple sentence

and focus on important details about the writing their event or activity in show side. Because the students in this strategy have two steps and every step has a purpose in writing process.

D. Concept of Draw Label Caption (DLC)

1. Definition of DLC

Draw Label Caption (DLC) strategy is the strategy that can help the students capture a scene and focus on important details about the writing their event or activity. Because the students in this strategy have three steps and every step has a purpose in writing process.

a. Draw

In this step, draw is the step to make pictures, or a picture of something, with a pencil, pencil or chalk (but not paint). This is a rough sketch; use outlines only, stick people are encouraged.³⁸ Moreover Peha states that draw is making a quick pencil sketch of your scene.³⁹ Based on the explanation above, it can be inferred that draw is the activity make a picture with using a toll (s) with the certain object and purpose.

b. Label

The next step is the label, label is step to make a piece of paper, etc. That is attached to something and gives information about it. Besides, label is a word or phrase that is used to describe somebody/something in a way that seems too general, unfair or not correct.

³⁸ Steve Peha, *The writing Teacher's Strategy Guide*, Teaching That Making Sense, Inc, (New York, 2003), p. 47

³⁹ *Ibid*, p. 47

In addition, Peha defines label as “create a one or two word text label for each item in your drawing, label everything you can think of, even different parts of things”.⁴⁰

From the quotation above, it can be assumed that label is a word or more that can be used to give a name for an object.

c. Caption

The last step is caption, caption is a words that are printed underneath a picture, cartoon, etc. that explain or describe it. Besides, caption means that write a single sentence underneath the picture that tells what is happening.⁴¹ Based on the explanation above, it can be inferred that caption is a phrase that can be the main or topic of the text.

According to Burns “DLC strategy is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a functional story or a personal recount. It can also be used to introduce new vocabulary or review vocabulary.”⁴² The basic strategy is those students’ draws a picture, then labels everything in the picture and then gives an overall caption or summary of what is happening in the picture. Moreover Peha explains that “drawing for writing is a little different than normal drawing because it has a purpose.”⁴³

⁴⁰*Ibid*, p. 47.

⁴¹*Ibid*, p. 47.

⁴²Walton Burns, <http://www.englishadvantage.info/lesson/draw-label-caption/>, Accessed on January 28th 2018

⁴³Steve Peha, *Op.Cit.*, p. 47.

Based on the definition above, it can be conclude that DLC strategy can help the students capture a scene and focus on important details about the writing their event or activity. The students can draw from their own mind that relate with the topic. When the students take a few minutes to sketch a quick picture, they give themselves a chance to focus on their topic and can make their writing richer and more detailed.

DLC strategy has process that should be done by the students before they write a text. The students can follow the step. Below is the explanation of the process.

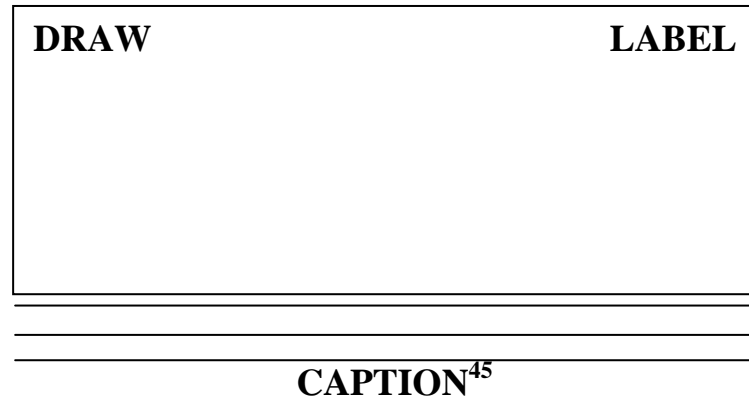
2. Procedure of Using DLC

According to Peha to achieve the purpose in writing process there are three steps process in DLC strategy,⁴⁴ like this:

- a. Draw, make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
- b. Label, create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.
- c. Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

⁴⁴*Ibid*, p. 47

Figure: 2
SCHEME OF DRAW-LABEL-CAPTION (DLC)
Draw-Label-Caption



From the process above, it can be concluded that it has three steps, namely: first, draw a picture that will be the main idea of their story, second label which contain as many words as possible around the picture, and then write a caption in the bottom of the picture to go along with the picture (start with a phrase), after that make a sentence from the label and the last each sentence can be included into a recount text. The following passage below is the example of writing a text that use this strategy⁴⁶:

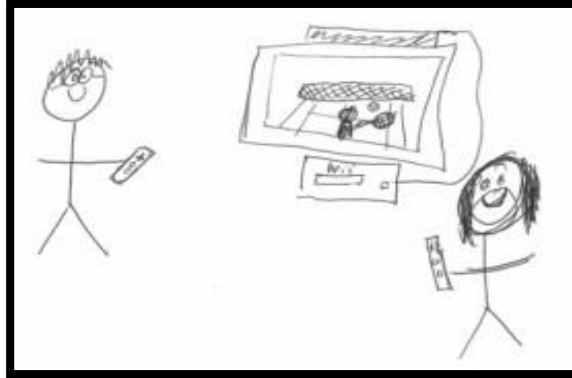
Draw

The following passage below is the drawing a picture. Draw a picture that will be the main idea of the story.

⁴⁵Steve Peha, *Op., Cit.*, pp. 47-48

⁴⁶Walton Burns, *Op, Cit*

Figure: 2
The example of Drawing a Picture:



Label

The following example below is the label about the picture. Label as many words as possible around the picture.

Figure: 3
The example of label



Caption

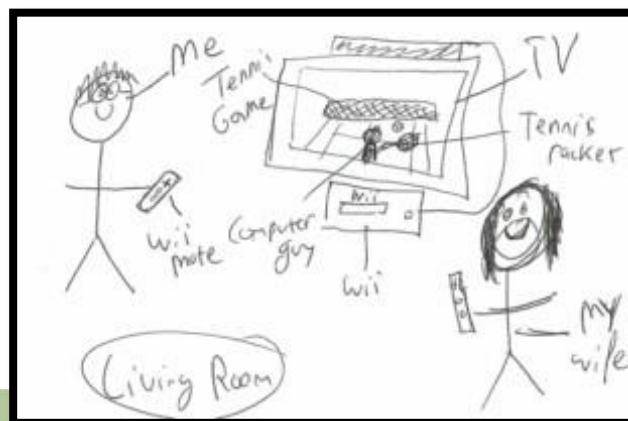
Now have the students write a one sentence caption for their pictures- what is the main scene or action? What is this story about? For my picture, I would caption it:

Yesterday I played tennis in my living room

Complete Story

Now students have more than enough material to write a complete scene or story. They will have to pick and choose which details are important and put it together into a complete recount or topic. For example:

Figure: 4
The example of draw and label:



Yesterday I played tennis in my living room. My living room was large. My living room was yellow. There was a sofa and 2 chairs in there. The living room was the biggest room in the house. I played tennis with my wife. It was fun. We played against each other. We liked to win. The game was funny. The men had no arms. They were cartoon men. You could jump high. It was hard to play. When you moved it, your tennis racket moved. It felt like a real game. The remote was white.

Based on explanation above, it can be summarized the procedure of draw label caption strategy can be modified as draw, label, caption, and complete the story. There are;

- 1) The teacher ask the students to draw some objectives that has a purpose and that will be the main idea of their story.
- 2) The teacher ask the students to label that picture which contain as many words as possible around the picture.
- 3) The teacher ask the students to write a caption in the bottom of the picture.
- 4) The teacher ask the students to complete their story based on their caption.

3. Teaching Writing Skill of Recount Text through DLC Strategy

These followings are steps in teaching writing by using draw label caption strategy:

- 1) Teacher explain about recount text.
- 2) Teacher explain about Draw Label Caption strategy.
- 3) Teacher asks the students to draw a picture that will be the main idea of their story.
- 4) Teacher asks the students to label that picture which contain as many words as possible around the picture.
- 5) Teacher asks the students to write a caption in the bottom of the picture.
- 6) Teacher asks the students to make a recount text by using DLC strategy.

4. Advantages and Disadvantages of Using DLC Strategy

There are some advantages and disadvantages in using Draw Label Caption strategy in gaining student ability in writing.

a. Advantages of Using DLC Strategy

Helping the Junior High School student to write a recount text using DLC is useful because it has some advantages. First, the DLC help student to more focus to the topic of writing. Second, by using the DLC, writing becomes easier and more interesting. The last DLC can increase student's motivation, concentration and participation in learning process.

b. Disadvantages of Using DLC Strategy

The DLC that is expected to be able to help the students to write a recount text. However, DLC has weaknes. Most of students is shy to drawing. They will try to draw as beautiful as possible, so that they will spend much time in drawing, whereas the focus is not the drawing but writing.⁴⁷

Based on the definition above, it can be concluded that Draw Label Caption (DLC) strategy is the strategy that can help the students capture a scene and focus on important details about the writing their event or activity. Because the students in this strategy have three steps and every step has a purpose in writing process.

⁴⁷ Vivi Ramadani and Saunir Saun, Helping Junior High School Students to Write a Descriptive Text Through Draw-Label-Caption Strategy, *Journal of English Language teaching*, Vol 1 No.2, Maret 2013, Seri C, 2013, p. 261.

E. Frame of Thinking

Strategy is the way for students to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by students are modified to fit the demands of the learning situation. Strategic students know how and when to alter, modify, combine, and test individual strategies against their prior knowledge, beliefs, and experiences.

Siahaan explains that students who are taught with a strategy are more highly motivated than those who are not and can be lead to a more effective learning.⁴⁸ A teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading and writing.

Based on the statement above, it can be explained that teaching and learning English by using strategy can motivate and improve the students to study English. The material that will be taught by the teacher can be easy to understand. Besides, the students will be more active in the class so it can make the teaching and learning english process will be more effective. Moreover, the difference of Tell-Show strategy and Draw Label Caption strategy toward writing ability can be explained as follows:

The Tell-Show (T-S) strategy is take any simple sentence from your current piece that mantions something you can describe and write it down on

⁴⁸ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008), p.221

the “Tell” side of the chart. Then make a picture of that sentence in your mind and write down all the things you see in that picture on the “Show” side.

Draw Label Caption (DLC) strategy is a strategy that refers to the use of several steps that draw, label and caption, and then developed into a paragraph, whose purpose is to accelerate the development of individual student initiative, self confidence, self-improvement and self-learning plan the student. It has also been criticized considerably for the very characteristic that makes it the easiest strategy for 'beginner' teachers, that it is far too teacher-orientated and over controlled.

Based on the explanation about the Tell-Show strategy and Draw Label Caption strategy it can be said that those strategies can be applied in teaching recount text writing. By using those strategies the teacher can teach the students to get supporting detail by finding out the main idea to make a recount text easily and enjoyably.

The procedures of teaching recount text by using Tell-Show strategy and Draw Label Caption strategy are:

- a) The students must understand about Tell-Show strategy and Draw Label Caption (DLC) strategy.
- b) The students collect the main idea to make recount text by using Tell-Show strategy and Draw-Label Caption (DLC) strategy.
- c) The students write recount text by using Tell-Show strategy and Draw Label Caption (DLC) strategy.

From the explanation above, it can be inferred that the use of Tell-Show strategy and Draw Label Caption strategy will be increased the students' recount text writing ability.

F. Hypothesis

Concerning the frame of thinking above, the hypotheses will be formulated as follows:

Ho: There is no significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

Ha: There is a significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this study, a Comparative Research was used. According to Sugiyono, a Comparative Research is used to examine the parameter's population that organized as comparison, it was through sample shaped that also considered as comparison too.¹ This research identified to be the Comparative Research because according to Zainal, comparative study is the kind of research that used to compare two groups or more from certain variable.² The aimed of this research is to find out the significant better in achievement between the students who are taught through tell-show strategy in experimental class 1 and draw label caption strategy in experimental class 2 by comparing them in increasing students' recount text ability.

According to Setiyadi, kind of design comparative research divided into two categories there are Experimental research and Non-experimental research. Experimental research is using Static Group Comparison, and Non experimental research is using Ex Post Facto (Causal Comparative Study). The design of this research is static group comparison design. The static group comparison design is the design which has two groups as experimental class and they receive different treatment.³ Then, the researcher uses this design

¹ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2010), p.117.

² Arifin, zainal, *Penelitian Pendidikan Metode Dan Paradigm Baru*, (Bandung: PT Remaja Rosdakarya, 2012), p.46.

³ Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.131.

because the researcher does not have the data, so this research needs to give the treatment for get the data. Two groups were chosen as the subject of the research and both of them was received the treatment. Pre-test was conducted to measure the students' writing ability before treatment, whereas post-test was given after treatment. The test was provided for both classes with the same material but different strategies in order to find out the significant better in achievement between the students who are taught through tell-show strategy in experimental class 1 and draw label caption strategy in experimental class 2.

The research design can be formulated as follows:

Notes:

K^1 : Experimental class 1

K^2 : Experimental class 2

T^1 : Pre-Test

T^2 : Post-Test

X^1 : Treatment Using Tell-Show Strategy

X^2 : Treatment Using Draw Label Caption Strategy

Based on explanation above, it can be concluded that in this research has two groups and both of them receive the treatment. The pre-test was conducted to know the students' ability in writing before treatment, and post-test was conducted to know the students' ability in writing after treatment. There are two groups of students of this research, experimental class 1 and experimental class 2.

class 2.⁴ The test was provided for both classes with the same materials but different strategy in order to find the significant difference better after teaching that were taught through T-S and DLC strategy.

B. Variable of the Research

In this research there were two variables, they are Independent Variable and Dependent Variable.

1. The Independent Variable is two strategies, teaching writing through Tell-Show strategy and Draw Label Caption strategy.
2. The Dependent Variable of research is students' recount text writing ability.

C. Operational Definition of Variables

Operational definitions of variables in this research are:

1. Tell-Show Strategy

Tell-Show Strategy is the teaching strategy for teaching writing by allowing the students to mentions something that their can re-tell on the “tell” side, and then make a picture in their mind, after that their write down on the “show” side.

2. Draw Label Caption Strategy

DLC strategy is one of strategy in teaching writing that can help the students capture a scene and focus on important details about the writing their event or activity. The students can draw from their own mind that relate with the topic. When the students take a few minutes to sketch a quick

⁴ Bambang Setiadi, *Ibid*, p.131.

picture, they give themselves a chance to focus on their topic and can make their writing richer and more detailed.

3. Recount Text Writing Ability

Recount text writing ability is an ability to write a text to entertain the reader with personal or actual or imaginary experience in different ways so the readers understand about the story even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics.

D. Population and Sampling Technique

1. Population

According to Kumarsingh population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.⁵ Based on the statement above, it means that the population is the whole subject that was researched in the research.

The population in this research is the students at the eighth grade students of SMP Al-Huda Jatiagung in the academic year of 2018/2019. The total population in this research are 104 students which are divided into three classes. Two classes were used in this research, the one class will be the experimental class 1 and the other will be the experimental class 2. Below is the table population at the eighth grade of SMP Al-Huda Jatiagung in the academic year of 2018/2019.

⁵ Yongesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, New Delhi, New Age International (P) Limited, 2006, p. 82

Table 4
The Situation of The Eighth Grade's SMP Al-Huda Jatiagung, South
Lampung in the academic year of 2018/2019

No	Class	Number of Students		Total
		Male	Female	
1	VIII D	15	18	33
2	VIII E	20	18	38
3	VIII F	17	16	33
Total		52	52	104

2. Sample of the Research

To determine the sample of the research, Arikunto statement that will be focused based on “If the population are less than 100, it can take all the population as the sample, if the population more than or same as 100, it can be taken around 10-15, 20-25 % or more.⁶ Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷ Thus, sample is part of individual members which is chosen to represent the whole population. Based on the population above, the sample of the research were two classes, one class as the experimental class 1 and another one as the experimental class 2.

3. Sampling Technique

The sampling technique is the technique to take the sample.⁸ It means to take the sample a technique will be needed. In this research cluster random sampling technique was used, because the students have homogeneous

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, 2006, p. 134

⁷ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309.

⁸ Sugiyono, *Op.Cit*, p. 81

characteristic. To get the sample of the research, the name of each class was written in a small piece of paper. Then papers was rolled and put into box after that the box was shaken, and the last two pieces of rolled paper was taken. The first paper as the experimental class 1 and the second paper as the experimental class 2.

E. Data Collecting Technique

In this research, the test was used to collect the data. According to Arikunto, test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups.⁹ The pre-test and post-test was used as data collection technique to measure of the students' recount text writing ability in order to know the progress of the students' recount text writing ability after Tell-Show strategy and Draw Label Caption strategy applied. The essay test was used to collect the data.

F. Instrument of Research

The instrument material was chosen based on the 2013 curriculum of the eighth grade at SMP Al-Huda Jatiagung in the academic year of 2018/2019. In this research the themes recount text writing for pre-test was provided they are My Sad Experience, My Camping, and My Experience at the School. Then, the themes of recount text writing for post test are My Happy Experience, My Holiday, and My Experience at the School. The students were asked to choose

⁹ Suharsimi Arikunto, *Op. Cit.*, p. 150

one theme and make a recount text based on the theme is chosen by the students.

In evaluating the students' recount text writing, the indicator of score recount writing by Jacob's Scale in Weigle was used.¹⁰ It can be seen on the chapter II, page 21.

G. Research Procedure

There are three steps were done:

1. Planning

Before applying the research procedure, some planning was made:

a. Determining the subject

The second year students of SMP Al-Huda Jatiagung were chosen as the subject. One class was the experimental class 1 and the other one was the experimental class 2.

b. Prepare the Pre-Test

A test (called pre-test) was given to the students. The pre-test was conducted in order to find out the student's score of writing ability in recount text before treatments. The students was assigned to write recount text by using generic structure that consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and re-orientation which states personal

¹⁰ Sara Cushing Weigle, *Assessing Writing*, Cambridge University, New York, 2015, p. 116.

comment of the researcher based on the topic My Sad Experience, My Camping, and My Experience at the School.

c. Determining the Material to be Taught

The materials that were taught to the students were determined. The materials is recount text writing. It was taught both in experimental class 1 and experimental class 2.

d. Preparing the Post-Test

A kind of test (called post-test) that was given to the students was prepared at experimental class 1 and experimental class 2. It was given after giving the treatments by using Tell-Show strategy and Draw Label Caption (DLC) strategy. By giving the post-test, it was known whether their writing ability increased or not.

2. Application

After making the planning, the research procedure that has been already planned was tried to apply. There are some steps in doing this research:

- a. In the first meeting, the pre-test was given to the students at experimental class 1 and experimental class 2. The test has instruction that consists of 3 instructions. The topics are My Sad Experience, My Camping, and My Experience at the School.
- b. In the second meeting, the treatment was given to the experimental class 1 by using T-S strategy and the experimental class 2 by using DLC strategy. The treatment at experimental class 1 and experimental class 2 was given until three times.

- c. In the last meeting, the post-test was given to the students at experimental class 1 and experimental class 2. The test has instruction that consists of 3 instructions. The topics are My Happy Experience, My Holiday, and My Experience at the School.

3. Reporting

In the last point that was done in the research is reporting. The steps are:

- a. Analyze the data from pre-test and post-test
- b. Make a report of the findings

H. Validity and Reliability

To know whether the test is good or not, some criteria should be considered. The criteria of good test are validity (content validity, construct validity and internal validity) reliability, and level of difficulty and discrimination power.

1. Validity of the Test

Validity is actually the quality of a measuring instrument in which the result obtained from the test really shows the actual achievement of the takers.¹¹ In the other words, a measuring tool is said to be valid if it provides the true data that indicates the intended ability we wish to assess. And to know the validity of the instrument, the content validity, construct validity and internal validity will be used in this research.

¹¹ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Graha Ilmu, Yogyakarta, Cetakan Pertama, 2006, p. 22

a. Content Validity

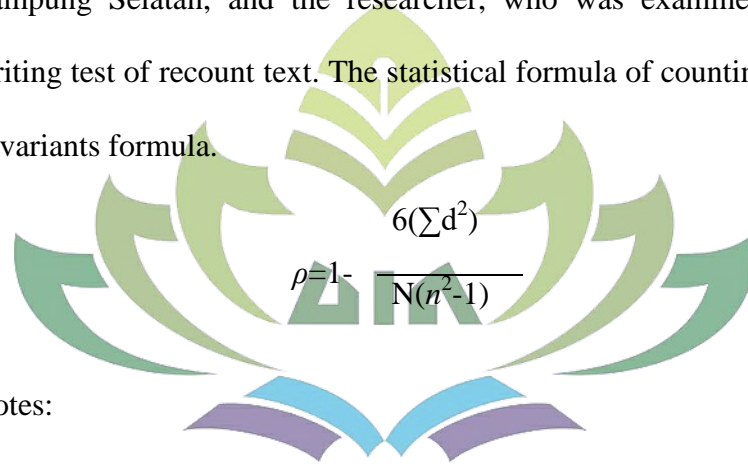
Based on standard of 2013 curriculum of writing recount text at the eighth grade of junior high school, the teaching was intended to enable students to make recount text. The test adapts to teach based on this standard of the content. Therefore, the test should be along with standard of content. To get the content validity of the test, the material will be tried to arrange based on the objectives of teaching in the school based on curriculum for the eighth grade of SMP. And then, the instrument will be consulted to the English teacher at SMP Al-Huda Jatiagung Lampung Selatan, Mr. Renda Hidayatullah, S.S to make sure whether the instrument is valid or not.

b. Construct Validity

Construct validity will be used to measure perception, language behavior, motivation, even the language ability. Consequently, construct validity should focus on kind of the test what was measured the ability, that is recount text writing test. The scoring covers five aspects of writing that are adapted from Jacob's Scale. They are content, organization, vocabulary, language use and mechanics. The test items measure the students' recount text writing ability. In this research, to know the construct validity was consulted to the English teacher of SMP Al-Huda Jatiagung to make sure that instruments are valid or not based on the constructs as mentioned in the syllabus such as standards competence, materials, indicators, instruction, and types of instrument.

2. Reliability

Indeed Arikunto says that reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of main stays about something. Reliability means the data can be believed so it can be relief on.¹² To get the reliability of the test, inter-rater reliability was used. It was done by two raters; they are the English teacher at SMP Al-Huda Jatiagung Lampung Selatan, and the researcher, who was examined the students' writing test of recount text. The statistical formula of counting the reliability is variants formula.



$$\rho = 1 - \frac{6(\sum d^2)}{N(n^2 - 1)}$$

Notes:

ρ : Reliability

d : The different of rank correction

N: Number of learners.¹³

The criteria of reliability¹⁴:

1. A very low reliability ranges from 0.00 to 0.19
2. The low reliability ranges from 0.20 to .39
3. An average reliability ranges from 0.40 to 0.59
4. A high reliability ranges from 0.60 to 0.79
5. A very high reliability ranges from 0.80 to 1.00

¹² Bambang Setiyadi, Op.Cit,p.19

¹³ *Ibid*, p.317.

¹⁴ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Rineka Cipta, 2005.p.75

3. Readability

Readability tests are indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹⁵ To know readability of the procedure test instrument, Kouame's research was followed. The students asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.¹⁶ (See appendix 15)

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁷

I. Data Analysis

1. Normality Test

To analyze the data, normality test was used to know whether the data is normally distributed or not. According to Sugiyono, the normality test was used to measure whether data in the experimental class 1 and

¹⁵Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*; *Journal of Multi-Disciplinary Evaluation* Vol. VI No. 14 August 2010 (Michigan: Western Michigan University, 2010), p.133.

¹⁶*Ibid*, p.133.

¹⁷*Ibid*, p.134.

experimental class 2 is normally distributed or not.¹⁸ The hypotheses for the normality test are formulated as follows:

Ho: the data are normally distributed

Ha: the data are not normally distributed

- 1) Arrange the samples' data from the lowest until the highest
- 2) Determine the score of Z from each datum by using the following formulation:

$$Z = \frac{X - \text{mean}}{s}$$

Note:

S : Standard of deviation

X : Single datum

mean : The average score

$$L = \max |F(Z) - S(Z)|$$

Note:

$$F(Z) = P(Z \leq Z); Z - N(0,1)$$

$$S(Z) = \text{Number proportion } Z \leq Z \text{ towards all of } Z$$

- 3) Determine the L_0 score with the highest score compare to the L_0 score from the table of lilifors.

$$L_O = L_{(\text{Observe})}$$

- 4) The criteria are as follows:

¹⁸ Anas Sugiyono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 254.

Accept H_a if $L_{\text{observed}} > L_{\text{table}}$

Accept H_o if $L_{\text{observed}} < L_{\text{table}}$

2. Homogeneity Test

Homogeneity test was used to know whether the data in experimental class and control class were homogenous or not. The homogeneity test was use the test of two variances of *fisher test*.¹⁹

$$F = \frac{SZ_1}{SZ_2}, \text{ where } S^2 = \frac{\sum (xi-x)^2}{(n-1)}$$

F = Homogeneity

S^2_1 = The highest variance

S^2_2 = The lowest variance

The hypotheses for the homogeneity test are formulated as follows:

H_o : data have the homogenous variances

H_a : data have not homogenous variances

Here are the criteria of homogeneity test:

H_o is accepted if $F_{\text{observed}} < F_{\text{table}}$

H_a is accepted if $F_{\text{observed}} > F_{\text{table}}$ ²⁰

3. Hypothetical Test

In this research quantitative analysis was used to know whether there is significant difference better after teaching using Tell-Show strategy and Draw Label Caption strategy in increasing the students' recount text writing

¹⁹ Sudjana. *Op.Cit.* p.249

²⁰ Ibid.p.239

ability or not. Because the data was taken from homogeneous population and normally distributed, the hypothetical was used. The t-test formula was used as follows:

Variant (S^2) will determine by using the following formula:

$$S^2 = \frac{\sum (x_i - \bar{X})^2}{(n - 1)}$$

The formula in this research will be used independent sample t-test as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t : The result of calculating all data

\bar{X}_1 : The average score of experimental class 1

\bar{X}_2 : The average score of experimental class 2

S_1^2 : The variance of experimental class 1

S_2^2 : The variance of experimental class 2

n_1 : The learners of experimental class 1

n_2 : The learners of experimental class 2²¹

The hypothetical formulas are:

H_0 : There is no significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the

²¹ Sugiyono, *Statistika Untuk Penelitian*, Alfabeta, Bandung, 2011, p. 197.

Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

H_a : There is a significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

Testing criteria:

H_0 is accepted if $t\text{-observed} < t\text{-critical}$

H_a is accepted if $t\text{-observed} > t\text{-critical}$

The steps to use the formula are as follows:

1. Count the mean of both of experimental 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M = mean

$\sum x$ = total score of post-test

N = number of subject

2. Count of deviation of both of experimental class 1 and experimental class 2 by using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Notes:

$\sum x^2$ = average deviation

N = number of subject

CHAPTER IV RESULT AND DISCUSSION

A. Result of The Research

1. Result of Pre-test

At the first meeting the pre-test was conducted in order to find out the previous students' recount text writing ability. The pre-test was administered on March, Tuesday 19th, 2019 at 08.20 a.m for the VIII D as the experimental class 1 and at 10.00 a.m for class VIII F as the experimental class 2.

The analysis showed that the mean score of pre-test in experimental class 1 (VIII D) was 57.12. The highest score was 73 and the lowest score was 39. The median score was 54 and mode score was 54. While in experimental class 2 (VIII F) the mean score was 58.32. The highest score was 73 and the lowest score was 43. The median score was 54 and mode score was 49. It can be seen on the figure 3 and 4.

Figure 3
Graphs of The Pre-Test Result in Experimental class 1

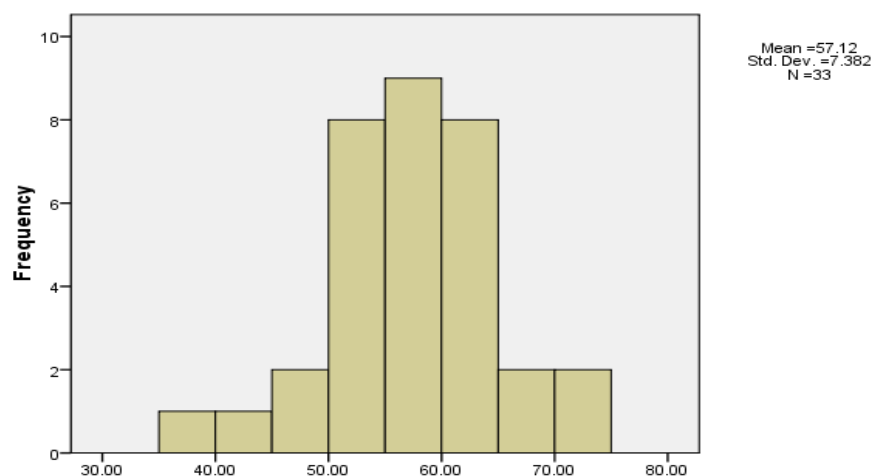
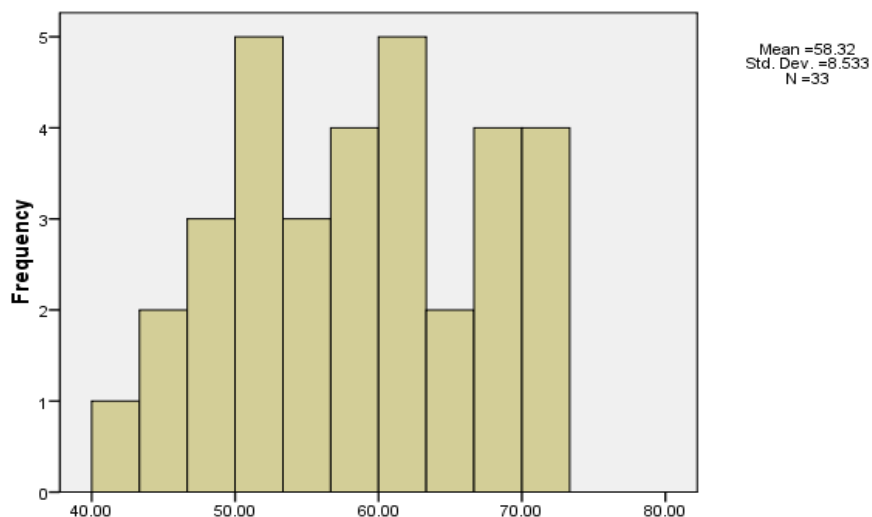


Figure 4
Graphs of The Pre-Test Result in Experimental class 2



2. Result of Post-test

After conducting three meetings of treatments the post-test conducted to the sample. The post-test was conducted in order to see whether the students' score increased or not. The post-test was conducted on Tuesday, April 2nd, 2019 at 08.20 a.m for the VIII D as the experimental class 1 and at 10.00 a.m for class VIII F as the experimental class 2.

The analysis showed that the mean score of post-test in experimental class 1 (VIII D) was 74.97. The highest score was 85 and the lowest score was 61. The median score was 74 and mode score was 74. While in experimental class 2 (VIII F) the mean score was 76.74 The highest score was 87 and the lowest score was 68. The median score was 75 and mode score was 75. It can be seen on figure 5 and 6.

Figure 5
Graphs of The Post-Test Result in Experimental class 1

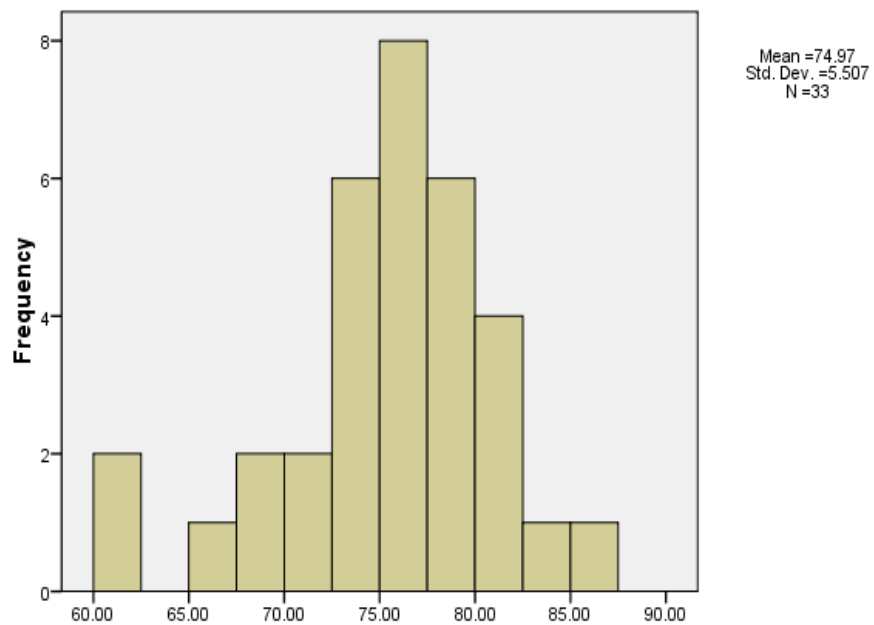


Figure 6
Graphs of The Post-Test Result in Experimental class 2

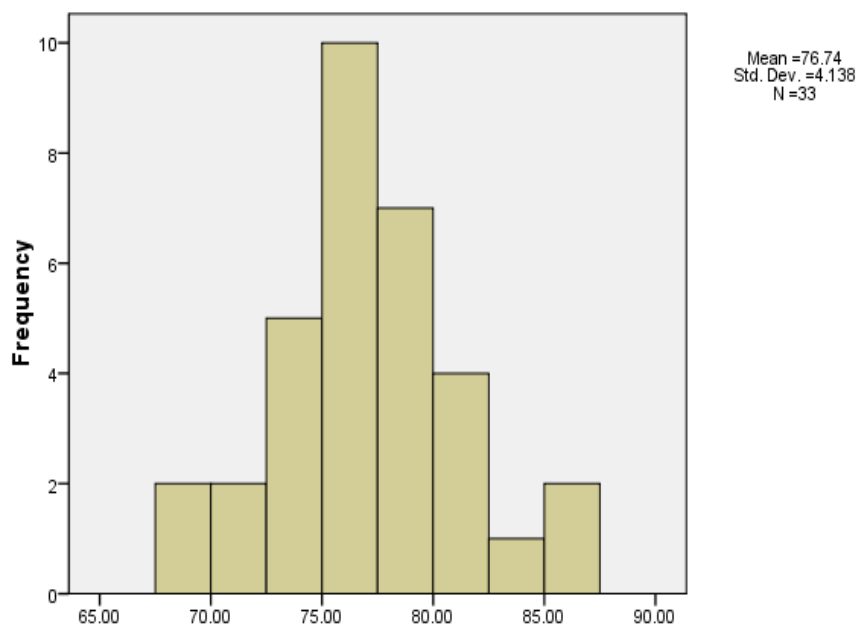


Table 5
The mean score of Pre-test and Post test in Experimental Class 1 and 2

Class	Mean of Pre-Test	Mean of Post-Test
Experimental Class 1	57.12	74.97
Experimental Class 2	58.32	76.74

3. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and experimental classes are normally distributed or not.

The hypothesis formulas as follows:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution .

The criteria acceptance:

H_0 is accepted if $L_{\text{observed}} < L_{\text{critical}}$ it means that the distribution of the data are normal.

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$ it means that the distribution of the data are not normal.

Table 6
Normality of the Experimental Class 1 and Experimental class 2

Class	Pre-test		Post-test		Calculation
	L_{observe}	L_{critical}	L_{observe}	L_{critical}	
Experimental 1	0.09359	0.15423	0.08544	0.15423	Normal
Experimental 2	0.09047	0.15423	0.06299	0.15423	

Based on the Table 5, it can be seen that in the experimental class 1 and experimental class 2 showed if $L_{\text{observe}} \geq L_{\text{critical}}$. So, the calculation is that the population is in normal. (See appendix 24 until 27)

4. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

H_0 = the variance of the data are homogenous

H_a = the variance of the data are not homogenous

The criteria acceptance:

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$, it means that the variance of the data are homogenous.

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$, it means that the variance of the data are not homogenous.

Table 7
Homogeneity of Experimental Class 1 and Experimental Class 2

	The biggest Variance	The smallest Variance	F_{observed}	F_{critical}	Calculation
Pre-test	72.81	54.5	1.34	1.82	Homogenous
Post-test	30.33	17.13	1.77		

Based on the Table 6, it can be seen at the result of the pre and post test were 1.34 and 1.77 while the F_{critical} at the significant level of 0.05 is 1.82. It proves that H_0 is accepted because H_0 accepted if $F_{\text{observed}} < F_{\text{critical}}$. it means that the variance of the data is homogenous. (See appendix 28 until 29)

5. Result of Reliability

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination.

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted the criteria of reliability as follows¹.

0. 80 – 1. 00 = very high

0. 60 – 0. 80 = high,

0. 40 – 0. 60 = medium

0. 20 – 0. 40 = low

0. 00 – 0. 20 = very low

a. Reliability of Pre-test

$$\rho = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

$$\rho = 1 - \frac{6 (2)}{33 (33^2 - 1)}$$

$$\rho = 1 - \frac{12}{35904}$$

$$\rho = 1 - 0.00033422$$

$$\rho = 0.99967$$

The result reliability of the pretest was 0.99967 and the criteria of reliability were very high. (See appendix 17 and 21)

b. Reliability of Post-test

$$\rho = 1 - \frac{6 \sum D^2}{N (N^2 - 1)}$$

$$\rho = 1 - \frac{6 (2)}{33 (33^2 - 1)}$$

$$\rho = 1 - \frac{12}{35904}$$

$$\rho = 1 - 0.00033422$$

¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p.319.

$$\rho = 0.99967$$

The result reliability of the post-test was 0.99967 and the criteria of reliability was very high. (see appendix 18 and 23)

6. Result of Readability

Readability tests are indicators that measure how easy a document to read and understand. Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Furthermore, the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test was 2.06 (lower than 4.46), it means that the instrument was readable. (See appendix 12)

7. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test is satisfied. Therefore, t-test by independent t-test for hypothetical of test was used in this research.

The hypotheses as follows:

H_0 : There was no significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the

Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

H_a : There was a significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.

The criteria of the test as follows:

H_a is accepted if t_{observed} is higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$)

H_o is accepted if t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$)

In this case, the researcher used the level of significant $\alpha = 0.05$

Based on the calculation was obtained t-test was 4.48522, while the df (number of sample from both control and experimental class subtracted by 2) was 66. Thus the result of level of significant 0.05 was 2.000. It can be seen that the result of t_{test} was $t_{\text{observed}} > t_{\text{critical}}$. So, H_a was accepted because $4.48522 > 2.000$. Then, it could be assumed that there was significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in icreasing students' recount text writing ability. (see appendix 31)

Based on the analysis of the data we know that the students who got high frequency of using draw label caption got better result than the students using tell-show strategy in teaching recount text writing ability. So, in this

case, DLC was one of good strategy in motivating students learning English, especially in recount text writing. It can be said that DLC can improve students' recount text writing.

B. Discussion

In SMP Al-Huda Jatiagung, English subject was taught twice a week. This research was conducted in five meetings. On Tuesday, March 19th, 2019 the pre-test was administered. The pre-test was given to experimental class 1 (VIII D) and experimental class 2 (VIII F). In the experimental class 1 which consists of 33 students and in the experimental class 2 which consists of 33 students. When the pre-test was given all the students followed the test.

Next, the first treatment was done on Friday, March 22nd, 2019 in experimental class 1 at 07.00 am and experimental class 2 at 08.20 am. There was no student absent in the experimental class 1 and experimental class 2.

The second treatment was done on Tuesday, March 26th, 2019. In this session, the students of experimental class 1 there was no student absent and in experimental class 2 there was two students absent. In experimental class 1, the treatment began at 08.20 am whereas in experimental class 2 at 10.00 am.

Then, the third treatment was done on Friday, March 29th, 2019. The treatment began at 07.00 am in experimental class 1 and in experimental class 2 at 08.20 am, the students in the experimental class 1 and experimental class 2 there was no student absent. For the last meeting, the post-test was given to the students in experimental class 1 and experimental class 2 on Tuesday, April

2nd, 2019. All of the students in experimental class 1 and experimental class 2 followed the post-test.

In this research, teaching learning process by using tell-show and draw label caption was not optimal at first meeting; it was because the students were not accustomed to follow tell-show and draw label caption. The second treatment, it was better than the first one because the students had felt enjoy in teaching learning process. They felt enjoy in teaching learning process by using tell-show and draw label caption. In the third treatment, the students felt accustomed in teaching learning process through tell-show and draw label caption. Moreover, the students were active in the classroom; more quickly respond to what the writer said and better respond to the lesson taught. The students also could understand the material well. In addition, students felt easily to express their ideas in written text especially in recount text. In the final meeting after treatment, they were given post-test by the researcher.

Based on the finding of the research, it was found that the students who were taught by using tell-show and draw label caption have increased their ability in recount text writing ability. We could see from the result of students' post-test was higher than that in the pre-test.

Based on the result of the pre-test before tell-show and draw label caption was implemented, the ability of students to write recount text was lower than after tell-show and draw label caption was implemented. After getting the treatments and post-test was conducted, it was found that there were significant

differences between the experimental class 1 and the experimental class 2 where the post-test score of the experimental class 2 was higher. It could be seen from the mean in pre-test score of experimental class 1 was 57.12 and in the post-test was 74.97, while the mean of pre-test score of experimental class 2 was 58.32 and in the post-test was 76.74. It means that the most improvement and effective was in the experimental class 2.

Based on the analysis of the data and the testing of hypothesis, the result of the calculating was found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis data, we know that the students who got high frequency of using draw label caption got better result than the students using tell-show strategy in teaching recount text writing ability. So, in this case, DLC was one of good strategy in motivating students learning English, especially in recount text writing. It can be said that DLC can improve students' recount text writing.

According to Burns, DLC strategy is the both a lesson plan and pre-writing technique that can help the students brainstorm before writing a functional story or a personal recount. It can also be used to introduce new vocabulary or review vocabulary.² The basic strategy is those students' draws a picture, then labels everything in the picture and then gives an overall caption or summary of what is happening in the picture. Moreover Peha explains that "drawing for

² Walton Burns, <http://www.englishadvantage.info/lesson/draw-label-caption/>, Accessed on January 28th 2018

writing is a little different than normal drawing because it has a purpose.³ It can be concluded that DLC strategy can help the students capture a scene and focus on important details about the writing their event or activity. The students can draw from their own mind that relate with the topic. When the students take a few minutes to sketch a quick picture, they give themselves a chance to focus on their topic and can make their writing richer and more detailed.

According to William in Salam states that draw label caption is a process that helps the researcher figure out what his/her ideas. It means that draw label caption strategy will help the students in learning of writing and the students will learn another way to takes a prewriting idea and begin to develop it into an essay.⁴ It can be concluded that Draw Label Caption (DLC) strategy is the strategy that can help the students capture a scene and focus on important details about the event or activity, because the students in this strategy have three steps and every step has a purpose in writing process.

According to Peha to achieve the purpose in writing process there are three steps process in DLC strategy,⁵ as follows:

- a. Draw, make a quick pencil sketch of your scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can.
- b. Label, create a one- or two-word text label for each item in your drawing. Label everything you can think of, even different parts of things.

³ Steve Peha, *Op.Cit.*, p. 47.

⁴ Afni Salam, *The Effect of Draw Label Caption Strategy Toward Students' Ability in Narrative Writing for Senior High School*. Staff Pengajar Program Studi Bahasa Inggris STKIP PGRI Sumatera Barat, 2013. p.4.

⁵ *Ibid*, p.47

- c. Caption, write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you're up for it.

From the third process in DLC strategy above, it can be concluded that it has three steps, namely: first, draw a picture that will be the main idea of their story, second label as many words as possible around the picture, and then write a caption in the bottom of the picture to go along with the picture, after that make a sentence from the label and the last each sentence can be included into a recount text.

It was supported by the previous research that was done by Afni Salam. Based on the result of her research, she found that there was significant effect of using draw label caption strategy towards students writing ability in narrative essay.⁶ In addition research was conducted by Tri from Muhammadiyah University of Purwokerto, on her thesis entitled “The Effectiveness of Draw Label Caption Strategy (DLC) for Teaching Writing Descriptive Text at the Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto in Academic Year of 2014/2015” concluded that DLC strategy gave positive effect for teaching writing descriptive text.⁷ It means that using DLC in teaching and learning of writing process can help to motivate the students to be better in writing.

⁶ Afni Salam, *The Effect of Draw Label Caption Strategy Toward Students' Ability in Narrative Writing for Senior High School*. Staff Pengajar Program Studi Bahasa Inggris STKIP PGRI Sumatera Barat, 2013. p.7.

⁷ Tri Ratna Maelani. *The Effectiveness of Draw Label Caption Strategy (DLC) for Teaching Writing Descriptive Text at The Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto in Academic year 2014/2015*. Muhammadiyah University of Purwokerto, 2016. p.16

Based on those explanation above, it can be concluded that DLC is a good strategy that can be apply to help students more creative, interesting, concentration, and more easy to learning writing process. Then, because the hypothesis alternative was accepted, it can be concluded that there was a significant difference between the use of Tell-Show (T-S) Strategy and Draw Label Caption (DLC) strategy in Increasing Students' Recount Text Writing Ability at the second semester of the Eighth Grade at SMP Al-Huda Jatiagung, South Lampung in the academic year of 2018/2019.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, it can be concluded that there was a significant difference between the use of Tell-Show strategy and Draw Label Caption (DLC) strategy in increasing the students' Recount Text writing ability. It was supported by result of t -test where t -observed was higher than t -critical (t -observed $>$ t -critical) that was $4.48522 > 2.000$ for level of significance 0.05. This also indicated that the hypothesis alternative (H_a) was accepted. Because teaching writing by using tell-show and draw label caption could arise the students' interest and could create a good atmosphere in learning English, so the used of tell-show and draw label caption in teaching learning process made the situation in the class more enjoy. Therefore, those strategies could motivate the students in order to increase their writing ability. It is supported by the students' scores, they received higher scores after the treatment was given by using tell-show and draw label caption as a strategy in teaching and learning recount text writing ability. In other words, tell-show and draw label caption had significant difference between the use of Tell-Show strategy and Draw Label Caption (DLC) strategy in increasing the students' Recount Text writing ability at the second semester of the eighth grade at SMP Al-Huda Jatiagung Lampung Selatan. From the analysis data, we know that the students who got high frequency of using draw label caption got better result than the students using tell-show strategy in teaching recount text writing ability. So, in this

case, DLC was one of good strategy in motivating students learning English, especially in recount text writing. It can be said that DLC can improve students' recount text writing.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. Suggestion to the teacher

- a. Considering the tell-show and draw label caption can be used to develop and motivate the students' writing ability, the English teacher should apply tell-show and draw label caption as one of the ways in teaching writing especially in recount text because it can help the students easier in written form.
- b. Considering the students' problem in writing ability during the treatments, suggests the English teacher should give the students more exercises to improve their ability in writing recount text.
- c. The teacher should give more chances to the students to be more active that they are able to do those activities by themselves and the teacher should teach the students step by step. Do not jump up to something that students are not able yet. They need guidance at the first time they learn.
- d. The English teachers should provide interesting strategy and materials, in order to prevent the students from being bored, can help students increase their recount text writing ability, and encourage the students' attention in learning English, especially in writing.

2. Suggestion for the students

- a. The students should increase their writing ability, especially in writing recount text, because writing is also skills in English that hold many parts of students' activity. By writing a little each day, will help the students more creativity for developing their idea in written form.
- b. The students should study hard and practice more in writing English to improve their writing ability. They also should be active in learning activity.
- c. The students should be creative with their ideas to improve them in learning English well. Tell-show and draw label caption is a strategy which can help them to learn English with creative and enjoy.

3. Suggestion for the School

- a. The school should provide facilities, tools, and materials to support the students to make better tell-show and draw label caption, so that students can develop their mastery in English competency
- b. The school should provide a program of English such as English club. The program can be an extracurricular activity for the students where the students will have opportunity to practice tell-show and draw label caption in their mastery English competency.
- c. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.
- d. The school should have English teachers are able make sure that they are teachable and appropriate for the students.

4. Suggestion for the other reserachers

- a. In this research, the treatments held in three times of meeting. The next, researchers can spend more time in giving the treatments to the students, so that they can get enough exercise.
- b. In this research, tell-show and draw label caption strategy was used to help students of Junior High School, especially in writing ability. The next, researchers can conduct this strategy on different level of students. It can be applied at Elementary School and Senior High School.
- c. In this research was focused on the comparative study between the use tell-show strategy and draw label caption strategy in increasing students' recount text writing ability. Therefore, it is suggested for the next researchers to investigate the comparative study between the use tell-show and draw label caption towards other English skills such as listening skill, reading skill, and speaking skill.

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